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THE PROGRAMS AND SERVICES OF AN OUTSTANDING AREA VOCATIONAL SCHOOL.

BY- RAMEY, GEORGE L.

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THE MAYO STATE VOCATIONAL-TECHNICAL SCHOOL WAS ESTABLISHED AT PAINTSVILLE, KENTUCKY IN 1938. IT IS LOCATED IN A RURAL AREA OF KENTUCKY WHERE COAL MINING HAS PROVIDED JOBS FOR MANY FAMILIES. IN RECENT YEARS, DEPLETION OF COAL AND MECHANIZATION OF MINING HAVE BEEN MAJOR FACTORS CAUSING UNEMPLOYMENT IN THIS AREA. THE MAYO SCHOOL HAS SERVED TO PROVIDE SKILLS AND TRADES TO MANY OF THE BOYS AND GIRLS THROUGH THE MAIN CAMPUS AT PAINTSVILLE AND ITS SEVEN HIGH SCHOOL EXTENSION CENTERS IN THE SURROUNDING AREA. THESE CENTERS ENABLE HIGH SCHOOL STUDENTS TO COMPLETE ONE-HALF OF A TWO YEAR VOCATIONAL COURSE WHILE STILL ATTENDING HIGH SCHOOL. THROUGH CAREFUL PLANNING AND CORRELATION OF PROGRAMS, THE STUDENT MAY TRANSFER TO PAINTSVILLE AND COMPLETE HIS COURSE OF STUDY. STUDENTS ARE ENROLLED AT THE PARENT INSTITUTION ACCORDING TO THE DATE SEQUENCE OF APPLICATIONS RECEIVED. THE ONLY EDUCATIONAL BACKGROUND REQUIRED FOR ADMITTANCE IS THE ABILITY TO READ INTELLIGENTLY. EMPHASES ARE PLACED ON THE INDIVIDUALIZATION OF CURRICULUM FOR EACH STUDENT AND ON INVOLVEMENT OF STUDENTS IN EXTRA-CURRICULAR ACTIVITIES. THIS SPEECH WAS PRESENTED AT THE NATIONAL OUTLOOK CONFERENCE ON RURAL YOUTH, OCTOBER 23-26, WASHINGTON, D. C., SPONSORED JOINTLY BY THE U. S. DEPARTMENTS OF AGRICULTURE, HEALTH, EDUCATION, AND WELFARE, INTERIOR, AND LABOR, OEO, AND THE PRESIDENT'S COUNCIL ON YOUTH OPPORTUNITY. (ES)

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THE PROGRAMS AND SERVICES OF AN OUTSTANDING AREA VOCATIONAL SCHOOL

Mr. George L. Ramey
Director, Mayo State Vocational-Technical School
Paintsville, Kentucky

The Mayo State Vocational-Technical School is a state school and is operated by the Commonwealth of Kentucky. It is located in Paintsville, a town of approximately 5,000 population. Eastern Kentucky is truly a rural area, since all the towns are small. Eastern Kentucky is a mountainous area with narrow river and creek valleys. Little of the hill sides are suitable for cultivation. In the past, timber was cut from these hill sides, the land cleared, and planted in corn in order to get one or two crops from the land. As a result, so much erosion has taken place, the land is often dead and is not fit for anything, so it is left to grow in briars and bushes.

In the past, mining of coal provided jobs for thousands of people, however, much of the larger seams of coal have been worked out and mines and mining camps abandoned. This condition coupled with the mechanization of the mines has thrown thousands of men out of work.

Many people depend on farming for a living. The average farm has only a few acres of level land, therefore, it is impossible to make a good living on these small farms. Due to the large population, scarcity of tillable land, and the lack of jobs, the per capita income is very low. Lack of jobs and in turn, low per capita income, brings on many evils in any area, including lack of educational and health facilities. High school education is an important part of preparation for an individual's life. However, in reality, it does not prepare a boy or girl to make a living. In any instance, this has caused a high drop-out rate since the boy or girl and even the parents may not see any material value in their daughter or son completing high school, since this is only a stepping stone in learning a trade or profession. If their income is such that they are convinced they can not send their boy or girl beyond high school, it is only reasonable for them not to encourage the completion of even the high school program.

The Mayo School was established in 1938. It was believed at that time, and is still believed, that all people are not suited for or interested in going to college, but many are fitted for and interested in learning a trade and working with their hands. At the Mayo School, we attempt to make it possible for all people, regardless of their status in life, economic conditions, and even their educational background (since we only require students to read intelligently in most trades) to have the opportunity of learning a trade. We believe

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that all people have a right to be trained for something. We believe that there is a place in our complex world for everyone if they are properly trained. We also believe that there is a difference in abilities and this must be reflected in our methods of training. This school makes every effort to make training available to all who are interested and can benefit by this training.

Some of the things that the school has done in order to accomplish the above, is to provide a boys' dormitory so that the student can obtain a room at the least possible expense. The school operates a cafeteria without any idea of profit, in order to provide meals as inexpensively as possible. Books are provided to the student at cost. Tuition is $4 per month. Students who have trouble finding money for these things are provided with work under the Work Study Program, which is financed largely with federal funds, and by a work program which has been in operation for many years at this school, where money budgeted for janitorial and maintenance services has been used to pay students to do this work.

Mayo School is the first school in Kentucky to operate extension centers for the high school students. The philosophy of establishing these extension centers is to make it possible for all high school students to be able to study a trade during their junior and senior years, by attending three hours per day, and that these centers would be within bus transporting distances of the various high schools. These centers are not only a good instrument for guidance, but also enables a student to complete almost one-half of a two year course while still in high school. After graduation the student can continue the study of the trade that he has started by transferring to a parent school, in this case, it would be Mayo School at Paintsville. We have attempted to plan and correlate the work in the extension centers with that in the parent school, so that there will not be a gap in their training or over lapping in their training. At the same time, the courses offered in the extension centers are basic courses so that they may continue that course or branch into another one when they transfer to the parent school. An example of this is electricity. In the extension center they get the basic and fundamentals of electricity then upon moving into Paintsville, they may continue their study of industrial electricity or go into electronics or radio and television.

At the present, Mayo School operates seven of these centers, making it possible for high school students in thirteen counties to be within bus transporting distance of a center. We have an enrollment of 1,200 high school students.

The Mayo School at Paintsville, at present, has an enrollment of more than 600 students. This includes out-of-school youth, post-secondary and adults. Of this number, more than 85% have completed high school. Mayo School has made an effort to work with the various high schools and to encourage the high school students to complete high school before entering Mayo.

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The Mayo School has a philosophy that the entire staff tries to follow that is "The student is the all important thing", and the only reason for our existance is the part we can play in the development, not of the program, but the part we can play in the development of each individual. That if we are to take a part of the credit for the success of individuals, then we likewise must take a part of the credit for failure of individuals.

Some of the policies that we believe in our school help to implement this philosophy in our adult or full-time program are: Students are admitted according to when their application was placed, first ones come first. The only educational background required for all trade courses is that the applicant be able to read intelligently. For the four technical courses, business education and practical nursing, high school graduation is usually required. We do not make any investigation of the students' past educational record or behavior. He may be a minister or minister's son or he may be a parolee from a reformatory. We hope that we will judge the student entirely and completely only from the day he enters Mayo. We give standardized tests. The individual test scores are placed in the individuals' folders. These scores will only be examined if the student has trouble in the shop or classroom. It is then used as a tool to help the student or in guidance. Years ago we used tests to determine admittance or rejection, but believed we were denying admittance to too many potentially good students. Students are admitted to the trade of his or her choice.

Several years ago we gave tests, had a committee to interview prospective students, checked on their educational and behavior background, then decided if we would let the individual enter training and in what trade. Most prospective students who did not make the "grade" for the trade of his choice and were told they could not take this trade, but perhaps they could take some other trade, "took no trade". Now they select their own trade if they are suited for this trade, fine; if not, they soon begin to have trouble, then it is easy to guide them into a trade they are more suited to take.

We require all students to take math, science, and the so-called related subjects until they reach the level we have established for each trade. We do not make exceptions to this, the ones who did not go to high school, the high school graduate, the ones with some college, the college graduate, all must prove to the school that they can work at the established level.

Students are grouped according to trades and not according to ability. In other words, a math class may have some working in basic arithmetic, some in algebra, some in geometry, some in trigonometry, etc., all in the same class, all going at their own speed, all getting individual attention.

We attempt to take students where they are and give them every opportunity to learn a trade. We do have minimums and do demand continual progress. Grades are given each month. If a student fails in any subject for two consecutive months, he must drop from school or else change to the subject that we believe he should be in. Very few students choose to drop.

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We make no attempt to keep the students together in their shops' or classes. We believe all people are different, therefore, we make no attempt to hold back the more capable or "over-push" the less capable, but encourage all to work to their potential, therefore, some students finish a course sooner than others.

Students are admitted any time there is an opening. In a shop, you will find beginners, some who have been there some time, and others finishing, all in the same shops and classes.

We have been criticized for some of our methods and perhaps justly so, but at present, we feel this is the best way to help develop the individual. We are not advocating or suggesting that other schools use these methods. The success of any teaching method in a school, is largely determined by the attitude of the teachers and the students.

Let me say here, that the Mayo School is blessed with a devoted and dedicated staff, this not only includes the teachers, but office girls and everyone. These people believe in what they are doing, and get much personal satisfaction from the success of our students. The students we get have one reason for coming to Mayo, and that is to learn a trade and become a productive and useful citizen.

Disciplinary problems are practically non-existant.

Living in our complex society is more complicated than simply knowing skills and knowledges of a trade. It is just as important that workers be able to get along with his fellow workers; it is just as important that the tradesman be a progressive citizen as it is for a professional person to be a good citizen and a leader in his community. We believe that the Mayo School helps students to learn to adjust to new environments that they may encounter. This is one reason why we feel it is very important for the student body to be coeducational. The students are encouraged to participate in school activities. Many have responded by taking charge of assembly programs. Those who play a musical instrument or sing have an opportunity to improve their talents and gain experience by performing before an audience.

Many are members of the school glee club, while some departments have formed their own musical groups. These activities offer the students the chance to meet others and make friends outside their own shop or trade. Guest speakers are invited to assembly programs. Professional actors have brought some of the Shakespearean plays to our school.

Although students complete their training and are graduating all times during the year, the diploma is not awarded except at the graduation exercises, in most cases. Graduation exercises are held the latter part of June. We attempt to get the very best speaker possible. Last year it was Governor Breathitt, who spoke to you this morning.

We believe that a vocational school is a part of the overall educational program of any area. I believe this fact is accepted by the people in our area and in our state. No school has been blessed more than Mayo School, with whole-hearted support of our people in our town and in our area.

Mr. George L. Ramey

There have been thousands of boys and girls who have graduated from Mayo School, who have gone out in the world to work and have made good workers and good citizens. Many of these people, without the trade training, would have been clients for the relief or welfare rolls. Many of these people with this training and with the salaries they can earn, can lead a more abundant life and have more of the necessities and luxuries of life than perhaps their parents had. In many cases, an untrained individual in Eastern Kentucky can not hope for anything other than welfare unless they have some type of training. When we consider that a few jobs are available in Eastern Kentucky and that an unskilled worker has very little hopes of leaving the area and finding work that would support his family, the picture becomes somewhat dismal.

At the present, as stated above, we have more than 600 enrolled in the full-time classes. This is the school's capacity. The state of Kentucky has been very sympathetic and understanding of our program, since in the past ten years, three new buildings have been constructed totally financed by the state. At the present, the fourth building is under construction which involves federal funds. This building is to replace obsolete and old buildings. Some were built by the NYA in the early '30's some were remnants of the college which ceased to exist many years ago. The school has in the planning stage a fifth building, which will provide an expansion for 275 students, which will certainly do much for the people in this area. However, at the present, we have 991 on the waiting list. This is not unusual, since for years the waiting list of people asking for admission has far exceeded the enrollment. To me this is very unfortunate, since many people will not wait a period of months or even years before they can be admitted for training. Of course, we are very optimistic in that we believe that eventually facilities will be made available to train all who desire this training. It seems somewhat absurd to insist boys and girls complete high school and then after completion, to not admit them to a vocational school when they desire to be admitted.

The Mayo School with its extension centers, provides an ideal set-up for the offering of MDTA Classes, ARA Classes, and the evening extension programs. Since the extension centers are located over a comparatively wide area it is possible for adults from the various sections to attend classes close to home. At the present, the school has some 400 enrolled in MDTA Classes. Of course, this enrollment varies from time to time. The school has trained many hundreds under these programs, and we are very proud of our job placement, while not as high as our regular school program, it usually ranges from 80% to 85%.

The Mayo School, in the regular full-time program, for many years has placed 95% or more of its graduates in jobs for which they have trained. The school, for many years, has not been able to meet the demand of industry and business for our graduates. It has been necessary for many of these graduates to leave the area to find employment. However, many are working in the area and helping to improve the economic conditions, since practically all business

establishments have the product of the school employed. Many of the graduates have established their own businesses and shops. One example is where one graduate established a radio and T.V. shop and now has nine other graduates in his employe.

I don't believe that anyone in the area of the Mayo State Vocational-Technical School would question the statement that the school has not only improved the economic conditions, but that the lives of many people have been affected, and that the school has helped make the area a better place to live.